

# Modules 1–10

## **Practical Activities**



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# Module 1

## World of Work

*Professional judgement should be used to determine the relevance and timing of the following suggested activities.*

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### 1.1 Work

Have students brainstorm what they know about work, including definitions, reasons why people they know might work, as well as reasons why people work in particular roles, locations and weekly/seasonal patterns. This discussion should guide the development of a broad understanding of the concept of work, i.e. that it is not only a paid job.

Have students conduct a small survey to investigate why different people work. The survey could include questions related to whether people would work if they had no need of the money.

Discuss what would happen to society if no one worked.

Brainstorm and discuss the advantages and disadvantages of working and of being unemployed.

### 1.2 The Changing Nature of Work

Discuss examples of the changing nature of work. Use visual materials if available, including films and photos. Examples of jobs lost: town crier, lamp lighter, book copier. Examples of new jobs: selling and servicing of computers and mobile phones, security guards on trains.

Discuss the social effect of the disappearance of jobs, deskilling of previously skilled jobs, the creation of new jobs and the need for retraining. Consider the stress caused by such changes.

The survey mentioned above could incorporate questions related to how work has changed during the respondents' lifetimes.

Brainstorm and discuss reasons for current high levels of unemployment. Find some newspaper articles to assist this discussion.

### **1.3 How Is the World of Work Organised?**

Gather, display and discuss visual materials from the three main industry types — primary, secondary and tertiary.

Explore the local area to look at the different industry types and sizes operating. Discuss which type is providing most employment.

Discuss different types of work and the work experience placements accessed by the school. Categorise these by type and size.

Present case studies of fictional people; the students decide whether each is part of the labour market or non-labour market.

### **1.4 What Are the Work-style Choices?**

Investigate and discuss a range of work-style choices available in the local area. Perhaps explore the options available by arranging to visit those which interest the students.

Encourage students to think about the possible alternatives to full-time paid employment. Perhaps ask: 'What would you do if you weren't at school and you didn't have a paid full-time job? How would you spend your time? What are the work alternatives?'

### **1.5 Unemployment**

Assist students to investigate the services available in the local area to help unemployed young people. Consider government payments, employment, training and leisure-directed services.

Investigate and discuss the eligibility criteria, and the advantages and disadvantages, of the Youth Allowance and the Disability Support Pension.

Brainstorm a range of low-cost leisure activities. Focus on those activities which students can undertake independently in small groups. Students should find out relevant information and make plans to undertake the most popular as a class excursion — for example, barbecue and leisure activities in the local park that students plan and organise, then cook and clean up for.



## Module 2

# Investigating an Industry Area

*Professional judgement should be used to determine the relevance and timing of the following suggested activities.*

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Arrange a visit to a careers information centre such as the Careers Reference Centre in the city. Use professional judgement to select the information-gathering activities in which students will be involved.

Buy or borrow videos and other commercially produced materials regarding industry areas that interest the students. Use professional judgement to select the information-gathering activities in which students will be involved.

Assist students to use the Internet to search for information about different industries and jobs. A number of sites contain industry- and career-specific job information. Use professional judgement to determine the amount of support students may need to undertake such searches.

### Examples of Websites

Careers Online: [www.careersonline.com.au](http://www.careersonline.com.au)

TakeOff: [www.anta.gov.au/takeoff/](http://www.anta.gov.au/takeoff/)

Organise visits to workplaces; for example, visit a local industrial area, retail centre or business centre. Arrange to visit work areas that:

- interest students
- provide employment in your area
- provide a realistic choice.

It may be possible to arrange a tour of larger businesses or to have someone to speak to the students. Have students observe the types of work available in that location. Use professional judgement to select the information-gathering activities in which the students will be involved.

Invite people from various work sites to visit the school and discuss their work. A fact file sheet could be developed from the visit.

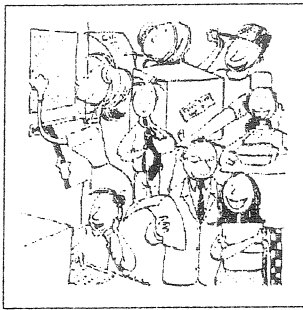
Arrange for VET personnel from school, from another training centre such as TAFE, or from a local private provider to visit. Speakers can inform students about the industry area they are familiar with, the training courses available and the entry requirements for training and employment in that area. Such discussion should cover the benefits of undertaking training in an industry area.

Students could also participate in:

- a work-shadowing project to investigate a particular industry or job
- work experience
- paid employment (part-time)
- a visit to a VET course provider (school-based VET teacher or local TAFE college)
- accredited VET training at school or TAFE, or with a private provider
- a visit to Centrelink or a specialist employment service.

Investigate the types of jobs that are available in the local area by viewing resources such as the local paper and the list of positions vacant for your area on the Centrelink website.





## Module 3

# Planning for a Working Life

*Professional judgement should be used to determine the relevance and timing of the following suggested activities.*

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### 3.1 Planning

Ask if anyone in the class has had a job. How did they select it?

Have students conduct a survey asking how people got their first job; they report their findings back to the class.

Brainstorm what needs to be considered when planning a career path.

### 3.2 Personal Profile

Lead students to reflect on the knowledge they have gained about themselves during workplace learning activities. Review employer/supervisor reports if available — for example, through class discussion or individual student–teacher conferencing.

Have students create a poster using words, pictures and photos to summarise their personal profile. Have students swap posters with a friend. Each sees what they can tell about the other from the poster. Students could also give a mini-presentation to the class, using the poster to describe what they have learnt about themselves.

### 3.3 Research

Set up a careers information corner, folder or desk where students can start their research.

Arrange the excursion and activities indicated in this section of the module. For example, students could visit the nearest Centrelink office and write a letter to a company seeking information about work opportunities.

Invite industry people with a range of experience to visit the school to give a talk to the students. It would be beneficial to have visitors from the larger employment areas such as

tourism and hospitality, retail and business services industries. Diverse visitors, ranging from an ex-student to an employer, would help to broaden students' appreciation of workplaces.

Have students undertake research in an industry area that interests them.

### **3.4 Choosing a Work Area**

Have students find job advertisements for entry-level positions, and ask them to group these into work interest areas.

Use the collection of job advertisements to produce a list of entry-level positions across the work interest areas.

Make a chart or book that lists types of entry-level positions for each of the work interest areas.

### **3.5 Personal Plan**

Have students collect, perhaps with assistance, information on work areas they are interested in. Place the information in a book or folder.

Arrange industry visits to workplaces of interest to individual students.

Assist students to participate in work experience placements in areas of interest. This will help them to confirm or test that this is an area in which they would like to seek training and/or work.

Assist students to make their own personal vocational plan. This should be integrated with individual transition planning processes.

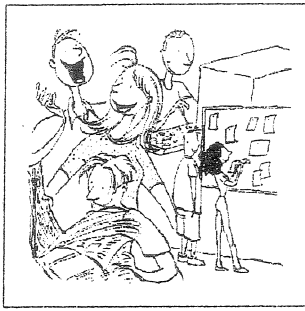
### **3.6 Workplace Learning**

Encourage students to plan a pathway to training and employment. Work experience, as part of a workplace learning program, must have a dual focus on: the development of generic work and social skills; and provision of a sound basis for career selection.

### **3.7 Training Possibilities**

Organise a visit to the VET classes within your school. This could either be a group visit or an individual visit based on student interest.

Organise a visit to TAFE; alternatively, have a TAFE representative visit the school to talk about the courses available.



## Module 4

# Finding Work

*Professional judgement should be used to determine the relevance and timing of the following suggested activities.*

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### 4.1 Looking and Applying for Work

Brainstorm the actions, attitudes and skills needed to look and apply for work.

### 4.2 Employer Expectations

Invite an employer to speak to the class about the personal qualities and attitudes that they look for when interviewing young people for a job.

### 4.3 Getting Ready for Work

If appropriate, organise an excursion to Centrelink, where students can apply for a tax file number; alternatively, collect copies of the application form and have students fill them in as a class exercise.

Discuss the procedure for obtaining a birth certificate.

Visit a bank, building society or credit union to investigate the steps required to open a bank account. Alternatively, arrange for a guest speaker to describe the process.

Lead a discussion on what 'additional skills' may be of interest to an employer. Help students to compile a personal log of relevant skills.

Discuss the role of a referee, and how to choose a referee for different types of jobs. Have students identify a person whom they might ask to be a referee, then ask them explain why they chose that person.

Assist students to compile a personal resume. This could be a work in progress or a more final document, depending on the imminence of leaving school. Students with support needs in literacy and word processing will require assistance to develop a resume.

## 4.4 Looking for Work

Provide learning experiences that teach students how to use the Internet to locate job vacancies.

Organise an excursion to Centrelink to familiarise students with its services and procedures. Arrange for a Centrelink officer to explain the operation of this service, either on this visit or a later occasion at school.

Have local specialist employment services visit the school to explain to students the service that they may provide. If students are in their last year of school, have them follow the procedure for gaining access to one or more of these services. If needed, help students and their families to complete the required forms.

## 4.5 Applying for Work

Using the following activity cards, role-play the possible scenarios that a student may encounter when they make a phone enquiry for a job. Students will need to work in pairs, each with corresponding activity cards.

### Sample Advertisements

#### **Position Vacant SALES ASSISTANT**

Record shop in Town Centre.  
Some sales exp. pref, but not nec.  
Contact Jane Love, 1900 1500.  
(*Shelby Times*)

#### **CASHIER**

Trainee cashier needed at  
Blue's Crazy Discounts.  
Junior. Must be flex., good with figures.  
For appt call 9009 8009.  
(*Parkview Standard*)

#### **PART-TIME KENNEL HELP**

Also evening and weekend receptionist.  
Local vet clinic.  
Call Tony 8809 1254  
(*Sydney Morning Herald*)

#### **Cafe Ruse**

Kitchen hand needed.  
Weekends only.  
Call Nic 9667 1234.  
(*The Glebe*)



## Speaking to the receptionist, then the contact person

### A (Receptionist):

Hello, [name of business], can I help you?



### B (Caller):

Hello, this is [your full name] calling. I'm interested in the position that was advertised in [where you saw it]. May I please speak to [name of the contact person]?

A: I'll see if they are available. [pause] Yes, [name of contact person] is able to talk to you now. Putting you through.

### C (Contact person):

Hello, [name] speaking. How may I help you.

B: Hello, it's [your name] calling. I'm interested in the position that was advertised in [where you saw it].

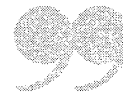
C: Could you tell me a little about why you are interested in applying for this position?

B: [Give details about your experience and skills; ask if you can send in your resume.]

C: That would be fine. I'll be interested in reading it.

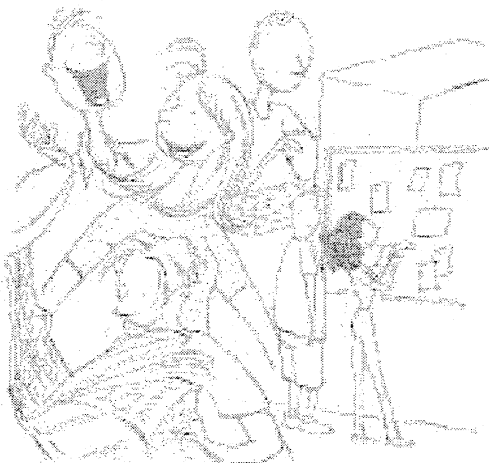
B: Who should I address it to?

C: [Give an address.]



B: [Thank the person for their time and help.]

C: You're welcome. Goodbye.



## Speaking to a receptionist when the contact person is not available

### A (Receptionist):

Hello, [name of business], can I help you?

### B (Caller):

Hello, it's [your full name] calling. I'm interested in the position that was advertised in [where you saw the ad]. May I please speak to [name of the contact person]?

A: I'll see if they are available. [pause] I'm sorry, they're not available just at the moment. Would you like to leave a message?

B: [Give your name again, spelling your last name; repeat the details of the job you are interested in; leave your phone number.]

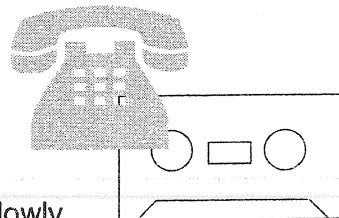
A: I'll make sure that they receive the message.

B: [Thank the receptionist for their time.]

A: You're welcome. Goodbye.

## Speaking to an answering machine

- Say your first name, then your last name.
- Spell your last name.
- Say what you are enquiring about.
- Say where you saw the job.
- Say your phone number clearly and slowly.
- Say thank you.



Have students role-play an in-person approach for a job. They should dress appropriately for the activity. Use the following student prompt card until the student feels confident in the correct procedure.

Students with support needs in literacy may require more oral rehearsal of the steps involved. You, or a community volunteer, may play the role of employer. Video the role-play and discuss the results at a later time.

### **Student Prompt Card**

- Introduce yourself.
- Ask to speak to the manager or personnel officer.
- Say that you would like to talk to them about employment opportunities. Be prepared to be interviewed (this may not happen now).
- If no one can speak to you, ask if they have a job application form or a job vacancies waiting list.
- Ask if you can leave a copy of your resume with them, or any other suitable information.
- Note the name and position of the person you spoke with.
- When leaving, thank them for their help.

## **4.6 Interviews**

Have students role-play interview scenarios. Model appropriate interview behaviour and responses. The interview structure may need to be broken into components that are introduced gradually, depending on the skills of the students. For example, you might first include only the 'greeting the interviewer' step, then build the process.

### **Putting It All Together**

Develop a mock job application and interview process for the class.

Have students:

- apply for a position in writing (sample advertisements are provided below)
- prepare a job application letter and a resume for the position
- prepare for an interview, considering appropriate clothing, grooming and other accessories
- attend an interview.

Invite community members to form the interview panel. Hold the interviews in a community setting, or at least in a room other than the students' normal classroom. Videotape the interview and discuss the results with each student in class time.

## Sample Advertisements

### **Clerical Assistant**

We are looking for a clerical assistant for our hardware warehouse in Lidcombe.

The ideal candidate will have some typing, filing and switchboard skills.

Position is suitable for someone entering the workforce. Salary 23K.

Written applications to:  
Jill Young, Harding Industries, Lidcombe Ave, Lidcombe. Ph. 9085 3232.

### **Junior Clerk**

Large international freight co. has an opportunity for a career-minded person to gain experience and promotion based on performance.

If you did well in your School Certificate and have a current driver's licence, please send a resume and covering letter to Toni Kay at:  
We Freight It, Centenary Drive, Mascot.

### **Landscape Labourer** Sutherland

Local landscaping firm is looking for a perm. employee.

Must be energetic, and enjoy the outdoors. No previous exp. required.

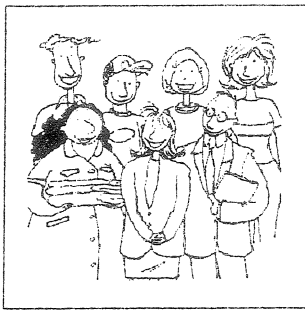
Must be willing to learn.

Fax application to Craig C/-  
Honeybear Landscapes on 9762 1346.

### **Fast Food Staff** Miss Yummy Yum

An exciting new fast-food chain is seeking perm. and cas. staff for their city and suburban restaurants. No exp. req. Full training provided for successful applicants.

Please send letter of application to:  
Remy Jacob, Miss Yummy Yum,  
PO Box 34, Sydney 2002.



## Module 5

# Staying Employed

*The nature of the practical learning experiences needed for this module will depend upon the needs of students as identified through observation and evaluation of student performance in workplace learning. Collaborative planning by all parties, including the student and employer, will ensure that areas requiring further development are addressed. Some general strategies to support the delivery of the module are contained below.*

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## 5.1 Getting Organised for Work

### Time Management

Have students choose a place of employment and devise a plan to arrive by a given starting time. The use of authentic opportunities such as travel arrangements to a new workplace learning environment will add meaning and relevance to the activity.

Provide students with a scenario such as a traffic hold-up or a train delay, and ask what they could do. Assist students to create a possible procedure to follow in such circumstances.

Provide practice in time-telling and alarm-setting if needed.

### Using Time at Work Effectively

Demonstrate how to ask questions about new tasks in the workplace. Have students role-play scenarios where they can practise the two-way communication process needed.

Use authentic examples of workplace tasks and instructions that will necessitate the use of memory prompts to ensure that they are done. Investigate a variety of strategies students could use to facilitate memory.

### Dressing Right

Have students describe or bring clothing they consider appropriate for a job in a field they choose. Discuss the appropriateness of the chosen clothing.

Have several students bring appropriate and inappropriate interview clothes, and conduct interview role-plays. Discuss the difference between the impression given in the appropriate clothing and the impression given in the inappropriate clothing.

Jointly investigate sources of reasonably priced work clothing.

Assist students to plan clothing for their next, or current, workplace learning experience.

## **Personal Hygiene**

Use professional judgement based on the needs of particular students. Care should be exercised to avoid embarrassing any student.

## **Child Care**

Investigate the range of child-care services on offer. Discuss the advantages and disadvantages of each option.

Visit a local child-care centre.

## **Having a Criminal Record**

If you consider it appropriate, arrange for a person with relevant experience to come and talk about job-seeking for people who have a criminal record.

## **5.2 Workplace Behaviour**

### **Acting Appropriately on the Job**

Role-play inappropriate workplace behaviour involving gesture, language and humour. Have students determine what is inappropriate within the role-play, and provide and demonstrate alternatives.

Provide positive comments to students regarding any appropriate behaviour they have demonstrated during workplace learning experiences.

Use the 'A1 Employee' card series at the end of this module for additional activities aimed at developing the following qualities expected by employers:

- |                                |                   |
|--------------------------------|-------------------|
| • Responsible                  | • Honest          |
| • Punctual                     | • Tolerant/Mature |
| • Flexible/Willing/Cooperative | • Energetic       |
| • Friendly/Reliable/Confident  | • Self-starting   |

## **Sexual Behaviour in the Workplace**

Invite an appropriate person to talk about legal aspects of sexual behaviour in the workplace.

Rehearse management of situations involving inappropriate sexual behaviour. Have students role-play scenarios through which they can practise the suggested strategies.

## **Change in the Workplace**

Invite someone who has changed jobs or career paths to speak about how they made the decision to change, what they had to do to make it happen, and how they adjusted to the new situation.

Lead a discussion on the relative stress that might be involved in: choosing to change jobs; remaining in an unsatisfactory job; or being forced to change jobs (e.g. through redundancy or injury.)

Discuss:

- the concept of independence at work, and its implications for completing tasks quickly and correctly
- strategies for developing self-confidence in the ability to complete tasks, and strategies for achieving the required level of independence.

## **Drugs, Alcohol and Smoking in the Workplace**

Visit the Life Education Centre or arrange for its mobile service to visit in order to discuss the issues related to illegal drugs, alcohol and the workplace. This service may provide posters, pictures and handouts. If it is not available to your school, contact your local government's community services section, or the Department of Health in your area.

View and discuss a video about the effects on others of smoking in the workplace — [www.acosh.org](http://www.acosh.org) may be a useful website.

## **Getting a 'Reputation'**

Brainstorm the advantages of having a good reputation in the workplace. Discuss the types of behaviours that could lead to a negative reputation.

Lead a discussion on the issues involved in, and the consequences of, stealing in the workplace, including stealing from other employees.

## **Sick Leave**

Have students investigate sick-leave requirements, e.g. what time they need to call by, when they need to have a doctor's certificate. Jointly discuss any differences in expectations.

Discuss the leave alternatives for taking time off work for reasons other than sickness, e.g. family leave, recreational leave, rostered days off, swapping shifts.

## **Friends at Work**

Have students list their friends. Next to each friend's name have them write where the friendship developed, e.g. school, sporting club, neighbourhood. Discuss ways in which new friendships could be formed in the workplace.

Brainstorm ways by which the students can manage situations where peers try to influence them to do the wrong thing, without socially isolating themselves. Have them practise their responses through role-plays.

## **Reading Work Rosters**

Create a classroom roster for jobs or activities within the classroom or around the school. Discuss and role-play appropriate ways of negotiating a change in the roster if a particular activity or time does not suit. Encourage negotiation by an appropriate method. Emphasise that changes to workplace rosters must be made for valid reasons.

## **Leaving a Job**

Have students write a letter of resignation from a job.

Discuss how an employee might tell an employer or supervisor that they are leaving their job. Have students role-play such situations.

# **5.3 Pressures at Work**

## **Stress**

Discuss the difference between the feelings of tension and relaxation. Have students listen to a commercially produced relaxation tape.

Jointly practise slow-breathing techniques; for example, complete 10–12 cycles per minute (where a cycle is a slow inhalation and exhalation in a continuous motion). Concentrate on breathing from the diaphragm.

Discuss the issue of stress in relation to students' workplace learning experiences. Assist students to develop strategies to manage the situations that make them feel stressful.

## **Dealing with Frustration and Anger**

Discuss scenarios that may produce anger or frustration in the workplace. Role-play appropriate methods for talking through the scenario.



## 5.4 Workplace Relations

### Getting on with People at Work

Brainstorm what may: (1) foster a good co-worker relationship; (2) be detrimental to a good co-worker relationship. List the ideas on the board in two groups. Discuss ways that behaviours listed under (2) may be modified to make them more positive.

Invite a supervisor from a local employer to talk about what they see as the characteristics of a good worker–supervisor relationship, and how both parties can achieve this.

### Using Co-workers' and Supervisors' Names

Model demonstrations of, and have students role-play, self-introductions to a co-worker or supervisor. The modelling and role-plays should include the process of finding out the co-worker's name.

Help students to devise ways of memorising the names of co-workers and supervisors encountered during workplace learning.

Ask students to identify times when people have called them nicknames that they like/dislike. Role-play appropriate ways to ask co-workers to stop using a hurtful nickname.





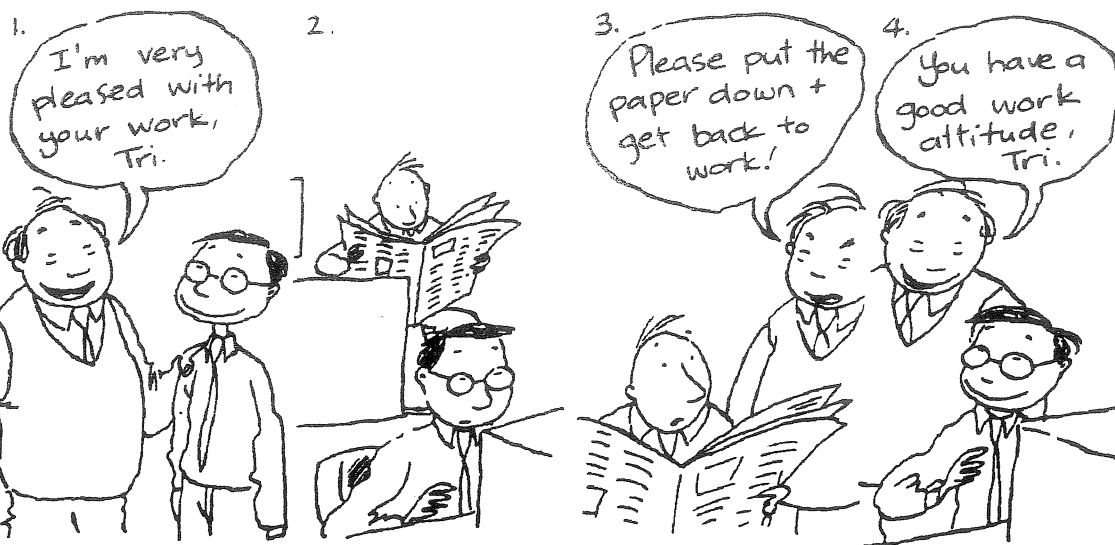
## A1 Employee Card Series



*To use these cards, photocopy each page as a double-sided sheet, then cut out (and perhaps contact/laminate) each card.*

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A1 EMPLOYEE  
Card 1: Employer Expectations



Quality: Responsible

A1 EMPLOYEE  
Card 2: Employer Expectations



Quality: Punctual

**Card 1: Employer Expectations****Questions**

- 1) Find the meanings for these words: positive, traits, attitude, negative, affect.
- 2) What positive character traits is Tri displaying?
- 3) How can a positive attitude affect a person's work?
- 4) What negative character traits is Tri's workmate displaying?
- 5) How can these traits affect a person's work?
- 6) Why is it important for an employer to have staff with good work attitudes?
- 7) How could one person's poor attitude affect other staff members?
- 8) What would be the rewards in having a positive attitude?
- 9) What would you do if you supervised someone who often wasted time at work?

**Quality: Responsible****Card 2: Employer Expectations****Questions**

- 1) What does it mean to be 'punctual'?
- 2) Why is it important to employers that their staff are punctual?
- 3) What problems could arise from a person often being late for work or leaving early?
- 4) What steps could a worker take to improve their punctuality?
- 5) Would employers mind if you were sometimes late for work? Why?
- 6) What factors beyond control could make someone late for work?
- 7) How would you react or feel about someone who was always late to see you? What message does this give about how that person thinks of you?
- 8) Why would it be important to return from breaks on time?

**Quality: Punctual**

A1 EMPLOYEE  
Card 3: Employer Expectations



Quality: Flexible/Willing/Cooperative

A1 EMPLOYEE  
Card 4: Employer Expectations



Quality: Friendly/Reliable/Confident

### **Card 3: Employer Expectations**

#### **Questions**

- 1) What positive character traits are being shown by Peng?
- 2) What would be the opposite of these traits?
- 3) How has Peng benefited by her actions?
- 4) What do the words 'disruptive', 'immature', 'rude', 'argumentative', 'uncooperative' and 'gossiper' mean?
- 5) How could a person with one or more of these traits affect a workplace?
- 6) What are some things a worker could do to be more like Peng?
- 7) Why would employers look to employ people with qualities like Peng's?

**Quality: Flexible/Willing/Cooperative**

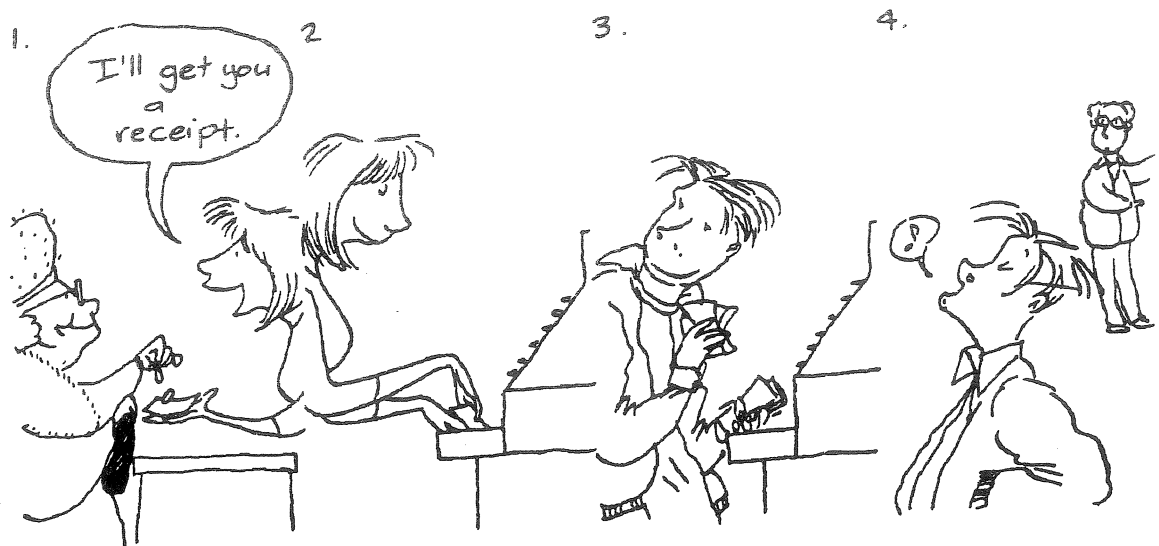
### **Card 4: Employer Expectations**

#### **Questions**

- 1) In frame 1, how is Khan acting towards his workmates?
- 2) What benefits would Khan gain by acting this way?
- 3) If you were unfriendly, what effect would it have on you and on others in your workplace?
- 4) In frame 2, what positive character traits is Khan displaying?
- 5) Also in frame 2, what do we learn about Khan from his employer?
- 6) What actions might an employer take if an employee appeared unconfident or unreliable?
- 7) Describe what is happening in frame 4. Why is this happening?

**Quality: Friendly/Reliable/Confident**

A1 EMPLOYEE  
Card 5: Employer Expectations



Quality: Honest

A1 EMPLOYEE  
Card 6: Employer Expectations



Quality: Tolerant/Mature

### **Card 5: Employer Expectations**

#### **Questions**

- 1) What characteristics is Jodie displaying in the first two pictures?
- 2) Why would an employer value these characteristics in an employee?
- 3) What can you tell about Scott by the look on his face from frame 3?
- 4) Describe what he is doing.
- 5) Describe what is happening in frame 4.
- 6) What consequences will Scott face when he is caught?
- 7) What would you do if you saw this happening in the workplace? Why would you take this action?

**Quality: Honest**

### **Card 6: Employer Expectations**

#### **Questions**

- 1) Describe Marco's behaviour in these two situations.
- 2) What qualities is he showing?
- 3) Why would a person with these qualities be valuable to an employer?
- 4) Name some other ways in which Marco could have reacted in these cases.
- 5) How can time-wasting cause problems in a workplace?
- 6) Look up the word 'mature'. How is Marco showing that he is acting maturely?

**Quality: Tolerant/Mature**

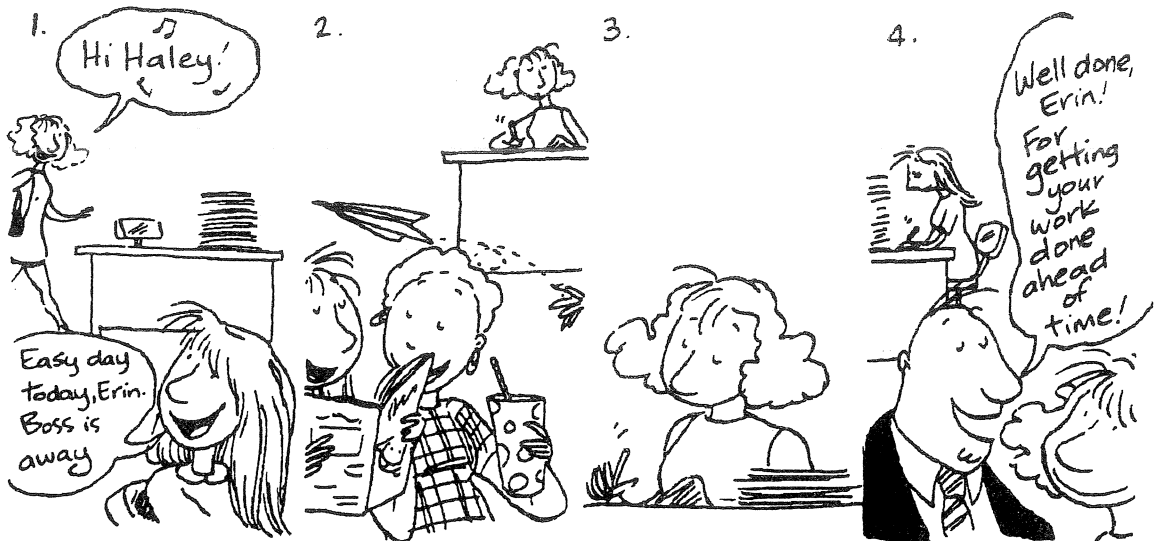


A1 EMPLOYEE  
Card 7: Employer Expectations



Quality: Energetic

A1 EMPLOYEE  
Card 8: Employer Expectations



Quality: Self-starting

### Card 7: Employer Expectations

#### Questions

- |  |   |
|--|---|
| 1) Describe Canley's behaviour in this situation.                      | 4) How would acting this way benefit Canley: personally? in the work situation? |
| 2) What qualities does Canley display?                                 | 5) How do we know that this is not just a one-off event?                        |
| 3) Why would a person with these qualities be valuable to an employee? | 6) What changes could a worker make to be more like Canley?                     |

**Quality: Energetic**

### Card 8: Employer Expectations

#### Questions

- |  |   |
|--|---|
| 1) What attitude does Haley have towards her work? | 4) What is the result of Haley's attitude?                    |
| 2) How is Erin's attitude different?               | 5) Why would an employer be happy with an employee like Erin? |
| 3) How does Erin's attitude help her at work?      | 6) What things could a worker do to be more like Erin?        |

**Quality: Self-starting**



## Module 6

# Workplace Conditions

*Professional judgement should be used to determine the relevance and timing of the following suggested activities.*

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### 6.1 Rights and Responsibilities of Employees and Employers

This section introduces the rest of the module. The information it contains should be reviewed at the end of the module. A deeper understanding of the rights and responsibilities of employees and employers will develop through the delivery of the rest of the module.

Students could make posters that outline employer and employee rights and responsibilities in their own words.

### 6.2 Wages and Conditions

Brainstorm and discuss why there are structures that regulate wages and conditions. Have students predict what might happen if these didn't exist.

Guide students in a discussion of the advantages and disadvantages of the different types of wage determination.

Use newspaper articles about the determination of wages and conditions to explore current directions.

Assist students to investigate the award wages and conditions for jobs that interest them. Information could be found on:

- the name of the award
- whether the award is state or federal
- the hours of work required each week
- the rate of pay for a youth
- whether the award has special conditions
- the annual and sick leave entitlements.

If appropriate, have someone whose wages are determined by an AWA, enterprise bargaining or the supported wages system speak to the students about their experiences with this wage-fixing system.

Have students make a wall chart that shows the process undertaken in order to establish an award or enterprise agreement.

Have students collect and discuss media reports on industrial relations issues.

## **6.3 Trade Unions and Employer Associations**

Arrange a guest speaker to talk about union membership — for example, someone who belongs to a trade union, a union representative or public relations officer.

Have students do a mini-assignment where they interview a person who belongs to a union. Responses could either be taped or written.

Have students collect and discuss media reports concerning union involvement in the industrial relations process.

## **6.4 Understanding Your Pay**

### **Youth Wages**

Lead a discussion of the following issues.

- Do you think that the youth wage is fair?
- What advantages and disadvantages are there in having youth wages?

## **6.5 Superannuation**

Brainstorm and discuss the benefits — to the individual and to the community — of superannuation. Discussion should include the alternative government provisions for people who have insufficient superannuation when retired.

Have a representative from a superannuation organisation come and talk to the students.

## **6.6 Leave Entitlements**

### **Annual Leave**

Lead the students in role-plays demonstrating how they would go about finding out the process of taking their annual leave.

Have students investigate how they might use the annual leave they have owing in the first 18 months of employment. Consider budget, timing and personal satisfaction.

## **Sick Leave**

Have students discuss and role-play the following situations:

- You woke up sick today — every time you move, you feel really dizzy. It is probably a good idea to stay home.
- It is really busy at work at the moment. You wake up feeling really tired.
- The doctor says you have a chest infection and have to take the week off. You know it is very busy at work.
- You have a heavy cold, but don't feel too bad.
- You break your leg at touch football; the doctor says you probably cannot go back to work for at least two months.
- Your back is a little sore and there is a new movie out that you would really like to see.

Particular attention should be given to the decision-making process and the procedural steps that need to be taken in informing the employer.

## **6.7 Getting Paid the Right Amount**

Lead the students in discussion and role-plays on how to raise the subject of being paid the correct amount when you believe a mistake has been made.

Discuss and practise checking pay details to ensure they are correct, e.g. checking that pay slip details are correct, that the bank deposit matches the pay slip or that the cash amount in the pay envelope is correct.

Lead discussion and role-plays on how to manage a situation where an employer asks you to work without pay. Consider situations where such work may be appropriate, for example occasionally spending an extra 20 minutes finishing something off at the end of the day, or undertaking 'work experience' organised by a specialist employment service.

## **6.8 Termination of Employment**

Discuss:

- the benefits of an employee having good generic work skills to prevent 'instant dismissal'
- how an employee might deal with an employer who is trying to terminate their employment by constructive dismissal

- how an employee might deal with notice dismissal in a positive way
- what steps an employee might take if they were unfairly dismissed.

Discussion should consider what steps could be taken to obtain new employment.

## 6.9 Redundancy

Discuss how an employee might deal with redundancy in a positive way.

## 6.10 Discrimination and the Law

Brainstorm and discuss the reasons for anti-discrimination laws.

### Equal Employment Opportunity

Have students design and make a poster or a brochure promoting EEO principles in the workplace.

### What to Do if You Think You Have Been Discriminated Against

Discuss the following case studies.

1. Michael and Ahmed are co-workers in a large company. Michael uses a wheelchair to get around. This does not affect his ability to get his work done. They perform the same tasks competently and are quite similar in their enthusiasm and commitment to their job. Their supervisor is just about to retire. It has just been announced that Ahmed is to be the new supervisor. The manager of the company takes Michael aside and explains that he didn't think Michael could manage the supervisor role because of his disability. What should Michael do?
2. Right from the start, Doug could never do anything right at work. No matter how hard he tried, he couldn't seem to get his supervisors to think that he did his work well. Doug couldn't understand it; his work seemed to be just as good as everyone else's. Just the other day, Len yelled and screamed at him because he had accidentally dropped a window frame. Len said that if he made one more mistake, he'd be sacked. Doug is gay. He is wondering if his problems at work are because of this. What should Doug do?
3. Rachel is a data entry operator. She has been waiting two years for further training and permanent employment following some changes at her workplace. She believes the delay is due to her deafness. What should Rachel do?
4. Rickard works at a local factory. His employer has refused to transfer him to a new section of the factory. The senior personnel officer said that his knowledge of English was not good enough to operate the new machinery. Rickard believes that it is. What should he do?

5. Marda is a female security guard. She was recently dismissed after complaining about being sexually harassed by her supervisor. Her supervisor has put a record in her personnel file that said her work performance was poor. What should Marda do?
6. Angela worked for her employer for 20 years. Towards her sixtieth birthday, her manager began to warn her about her work performance, and say things like: 'You're getting too old; you should retire — you're going blind.' She eventually resigned. As soon as she left, her manager told her that she was in fact a very good worker and he would call her back on a casual basis when needed. What should Angela do?

## 6.11 Workplace Harassment

Using the case study of Raffael Galardi, lead students to discuss how Raffael must have felt about the way his co-workers were treating him. Brainstorm the emotions that he must have felt. Students might consider whether all of the co-workers who were present when these incidents occurred thought Raffael's treatment was right. If someone didn't think it was, what could they do? What might be the consequences for this person?

### Stopping Harassment

Discuss how someone would feel if they were unjustly accused of doing something wrong. How would this false accusation affect other areas of a person's life?

Provide harassment scenarios, and have students brainstorm ways they could handle these situations; for example, students could use simple statements such as 'No' or 'That is not appropriate behaviour for the workplace. Please stop.' Have students role-play their responses to harassment situations. (If the students are not comfortable acting in front of the whole class, you could have the class working on another activity and call students up one at a time to act out the role-play in another section of the room, or outside the room. You could also use a teacher's aide if available.)

### Suggested Harassment Scenarios

- 'Look, I know you like me. Stop fighting it ... just say yes and have a drink with me tonight.'
- 'You should wear those jeans more often — you look sexy in them.'
- Your boss is always patting you on the bottom.
- A girl/guy at work is always greeting you with a hug and a kiss. You don't like it.
- 'How about dinner tonight? There could be a pay increase in it for you ...'
- Your supervisor is always telling jokes with sexual references to 'the boys'; unfortunately, you get to hear them, too.
- 'You look stressed; would you like to have a spa at my place tonight?'

## Word Match

See if you can match the terms with their meanings.



Write the number in the space beside the word. The first one has been done for you.

deductions	<u>14</u>	1. People or things that another is responsible for.
obligation	_____	2. What is due to you.
wage	_____	3. The same as.
conditions	_____	4. Time worked above regular working hours.
overtime	_____	5. When you are asked to leave your job (fired).
superannuation	_____	6. Money paid for your labour or work.
exploitation	_____	7. Something a person must do.
dismissal	_____	8. When employees have a say in their pay and conditions.
redundancy	_____	9. An association of workers that protects wages, hours and conditions.
enterprise bargaining	_____	10. Negative behaviour towards someone because they are different.
discrimination	_____	11. Standards which must be kept at work.
union	_____	12. When an employee is no longer required in a job.
harassment	_____	13. Money set aside by employer and/or employee to be used upon retirement.
equal	_____	14. Amounts taken out of your pay.
rights	_____	15. When people are taken advantage of or treated unjustly.
responsibilities	_____	16. Treating someone unfairly because they belong to a particular group of people.
taxation	_____	17. Amount of pay you receive once tax and other deductions have been taken out.
net pay	_____	18. Amount deducted from wages by the government to support the running of the country.



# Workplace Race Game

Make your way around the board, answering the questions as you go. If you don't run into any bad luck, you'll be the first one home! You will need: • a dice • 4 counters.

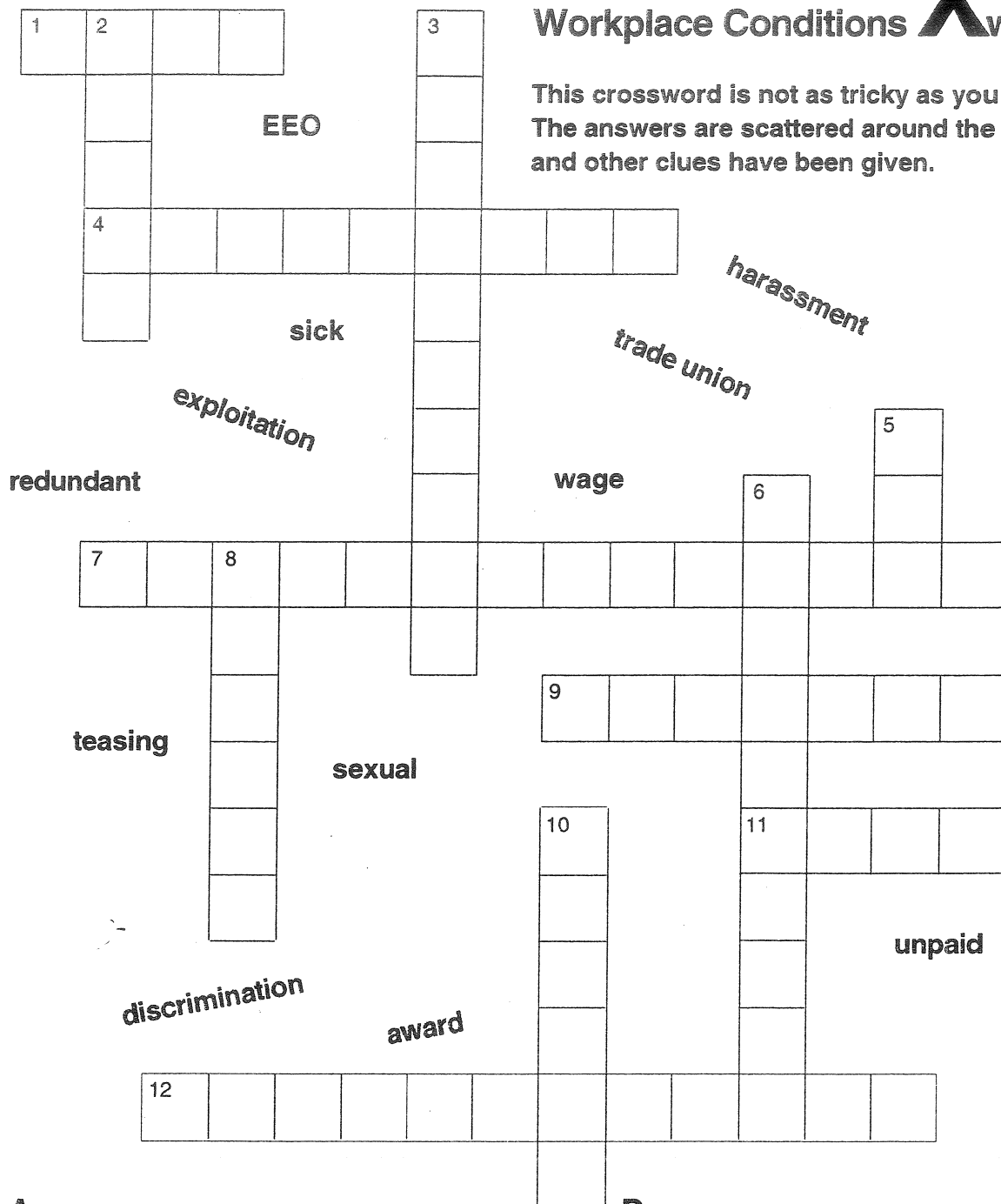
14	13 What is the meaning of 'retraining'? (Ahead 3)	12	11 You are dismissed for chronic absenteeism. (Back to square no. 3)	10 How much notice is needed to dismiss a full-time employee? (Ahead 2)	9
15 True or false: 'Retrenchment' means early retirement. (Ahead 1)					8 You get a commission-only job. (Lose a turn)
16					7
17 You keep offensive magazines where others can see them. (Back 5)					6 What is a major problem for outworkers? (Ahead 1)
18 State two types of discrimination. (Ahead 2)					5 You take your employer to court for unfair dismissal and win! (Ahead 2)
19 You tease another staff member because they are gay. (Back 5)		24 You receive a promotion! (Ahead 1)			4 You didn't ring in on a sick day. (Back to start)
20	21 What does EEO stand for? (Ahead 1)	22	23 You act irresponsibly at work. (Back 1)	1 State two employer obligations. (Ahead 2)	3
				2 What is a trade union? (Ahead 1)	

## Workplace Race: Answer Sheet

Box	Answer
1	Any two of the following: <ul style="list-style-type: none"><li>• Paying award or agreed wages</li><li>• Keeping accurate records of leave (sick, holiday etc)</li><li>• Having copies of awards or acts that workers are covered by</li><li>• Allowing employees to join a trade union</li><li>• Ensuring a safe working environment</li><li>• Providing appropriate training and supervision</li><li>• Not unfairly dismissing an employee</li><li>• Not discriminating against an employee.</li></ul>
2	An association of workers that works to protect wages, hours and conditions of labour (or similar answer).
6	Underpaid, exploited (or similar).
10	1 week.
13	Trained in the new skills necessary for a different job (or similar).
15	False.
18	Any two of the following: <ul style="list-style-type: none"><li>• Gender, race, age, marital status, sexual preference, disability.</li></ul>
21	Equal employment opportunity.

# Workplace Conditions **X**word

This crossword is not as tricky as you think. The answers are scattered around the page, and other clues have been given.



## Across

1. The money paid for labour or work. (4)
4. No longer required by an employer. (9)
7. Unfair treatment of someone because they belong to a certain group. (14)
9. An example of 6 down. (7)
11. Type of leave taken when you are too ill to go to work. (4)
12. Where employees are taken advantage of. (12)

## Down

2. Document that sets out working conditions. (2)
3. Workers' association in an industry. (5,5)
5. Equal employment opportunity. (1,1,1)
6. Negative behaviour towards someone because they are different. (10)
8. Type of harassment that could involve unwanted touching or dirty jokes. (6)
10. An illegal type of work, where workers do not receive payment. (6)